

Suttons Bay Public Schools Teacher Evaluation Process

Teachers shall be evaluated on all aspects of their regular teaching duties in the district. The main purpose of evaluation is improvement of instruction.

Timelines for completion:

Overview : October 1

Mutual Goal Setting: November 1

Support Plan: November 1

Mid-Year: End of Semester 1

End of Year: end of semester 2

Appeals process: A staff member unsatisfied with the process or the outcome of the evaluation shall have ten days from the receipt of the final evaluation to file an appeal. Goal: To create a teacher centered evaluation process that focuses on professional growth as evidenced in increased student achievement.

Strategy: The evaluation process shall have these components: Overview, Mutual Goal Setting, Support Plan, On-going feedback and data gathering, Formal mid-year and end of year feedback sessions.

Plan:

The overview session will set out the parameters of the evaluation process. The idea is that there should be no surprises in the evaluation process. Definitions and timelines will be covered in a general session so that everyone understands the goals, processes and roles played by all staff involved in the process. The mutual goal setting process is the heart of the evaluation. To be meaningful, the goals must be important to the person being evaluated and the district. So as not to dilute the process, no more than three goals, nor fewer than one goal shall be used. All goals shall be stated in terms of how the goal will help students learn. The goal shall be stated in three components: the activity, the purpose, and the measurable assessment of success.

The activity will state the visible actions which can be observed in the progress toward goals. The activity is not what will be measured for success. The purpose, stated in terms of how this will help students, will drive how the goal will be measured. This assessment will be mutually agreed upon, so that the data collected will focus on the actual outcome of the goal. Assessment will clearly delineate expected outcomes to meet goals as well as the outcomes expected to reach the exceeds goals standard. Goals can be multiple years in duration., allowing for ongoing data collection toward a long term goal.

The support plan will list what activities resources, and focal points of observation will be requested to assist the evaluatee in meeting the stated goals.

At the mid-year and end of year feedback sessions, the evaluatee shall present data collected, including feedback from peers. The evaluator shall submit a report of summary of observed progress toward goals. The mid-year feedback will be specific in nature in order to give the teacher a clear idea of success in progress toward successful completion of goals for the year.

The end of year feedback shall be in written or video report form. Both components shall be combined to become the formal evaluation. The mutually agreed upon data collected during the evaluation will be measured against the mutually agreed upon rubric from the goal setting conference to determine the level of evaluation status at the end of the year.

appeal. Within ten days of the receipt of the appeal, the superintendent shall convene a review panel consisting of three administrators and three master teachers to process the appeal. The teacher shall receive a written response to the appeal within ten days of the hearing. In the absence of three master teachers, the SBEA shall appoint members to fill the teacher vacancies on the appeals panel. A tie vote on the appeals panel will result in the acceptance of the original evaluation.

In order for a teacher to move from Developing to Professional, the teacher must first receive three years of an "exceeds Standards" rating, then request a hearing from the panel consisting of three administrators and three master teachers. The teacher must then present a portfolio demonstrating the ability to achieve an average of a year's growth or better for all students assigned to the teacher, according to the standards developed by the State of Michigan for the appropriate age and development of the students. Growth must occur in all subpopulations of students. A majority of the hearing panel must approve the movement from one category to the next.

A Master Teacher is one who has consistently achieved outstanding results with students as evidenced by three years or more of consecutive exceeds standards ratings, and a portfolio demonstrating exceptional student achievement, as well as demonstrating skills and talents which will enhance the performance of the district. The Master teacher is expected to mentor other teachers, and to serve in a role that leads to increased performance as demonstrated by student achievement for the teachers with whom the master teacher interacts. Master teachers will work with Developing Teachers and teachers on directed evaluation to instill best practices. Applicants for Master teacher must apply to the panel, and present convincing evidence that the teacher is ready to assume a role of instructional leadership in Suttons Bay Public Schools. The portfolio must include data on the teacher's past performance at an exceptional level, as well as an outline of the skills and activities the master teacher proposes to perform on behalf of the district to improve the overall level of instructional efficacy in the district. A majority of the panel must approve the application. Master teachers will also be expected to serve on hearing panels.

For the first three years of the contract, candidates for Master Teacher status who have not been able to have three consecutive evaluations which had the possibility of an "exceeds" rating, but who meet all of the other qualifications, may apply to the panel for Master Teacher status.

A teacher who receives an unsatisfactory rating in one year shall be on directed evaluation the following year. Applicable tenure law may trigger a change in status for a teacher who receives two consecutive years of unsatisfactory ratings.